

Teacher Report

Student: Brent

Grade: 4

Teacher: Miss

Reported by: 209 student

Brent is an enthusiastic and motivated reader. He is very intellectually curious and has an incredible knowledge of and interest in science. My primary goal for Brent has been to get him to see himself as a writer and to incorporate his knowledge and own perspective into his writing.

Assessments Conducted

1. Miscue Analysis (February 18th 2009)

Brent read aloud and retold an excerpt from Whales on Stilts by M.T. Anderson, a 4th grade level story.

Results:

Miscues:

High-quality miscues-52%

Self-corrections-0%

Graphic Similarity-80%-beginning, 70%-middle, 40%-end

Overall Miscue Rate-7.5%

Cues used: primarily relied on graphophonic cues; also relied on syntactic and semantic cues to a lesser extent

Strategies: sounded out words, predicted using meaning and sentence structure

Retell:

- Remembered main characters and could describe them
- Remembered setting and could describe
- Remembered surface level facts but did not seem to make inferences

*Note-Brent read quickly because he was anxious to read *Diary of a Wimpy Kid*

2. Writing Sample

Topic and Context: After reading about the planets, Brent wrote a 7-sentence paragraph in response to the following prompt:

“If you could visit any planet in the Solar System, which planet would you select? Write a story about your visit to the planet. Be sure to include: (1) why you selected this planet, (2) what you would see, and (3) who you might meet.”

Observations: While reading about the planets Brent was highly engaged. He was asking questions, making connections with the text and sharing his knowledge. However, when we turned to write Brent seemed to lose some of the confidence he had while reading. He seemed reluctant to write and unable to draw on what he learned from reading in his writing. Rather than drawing on what he knew about Uranus he mainly asked questions about the planet. He also seemed to have trouble making his writing flow. He seemed to be answering each question of the writing prompt individually rather than creating an overall piece of writing.

Conventions: Brent generally used conventional spelling, punctuation and capitalization. He sometimes wrote fragmented sentences and occasionally ended questions with periods.

3. Other Language Arts:

Listening: Very attentive, is able to engage in good discussions and understand through listening

Speaking: Speaks clearly, freely shares opinions, asks questions and engages in discussion

Viewing: Good at reading pictures, using pictures and charts to supplement his understanding

Visually Representing: Lacks confidence when creating his own work, tries to copy the book's illustrations, but able to choose photos that reflect his ideas

Tutoring Goals

•Reading-

-Slow down and learn to reflect on, question and self-correct while reading

-Learn to apply the same fluency he utilizes in reading comics to reading ordinary text

•Writing-

-Express ideas more fully, drawing on readings, funds of knowledge and own perspective

•Language Arts-

-Combine images and writing to create a meaningful text.

•Affective-

-Realize the value of his knowledge, personal experiences, perspective, questions and ideas when it comes to interacting with a text, writing and visually representing.

Progress

Reading: Brent interacts with texts more, asking questions, making predictions and connections, and constructing his own hypotheses. One thing that has worked well has been to encourage Brent to ask questions and then pursue the answers to those questions through reading. He is also able to understand very complex scientific theories and ideas when a written text is supplemented by images, videos or discussion.

Writing: Brent seems to feel somewhat more comfortable with writing and sure of himself as a writer. I saw him grow a lot throughout the writing of our movie script. At first I saw a major disconnect between what he knew and what he was able to convey in his writing. As we continued with the project, however, he was able to share a lot of information as well as his own thoughts, to organize his writing in a way that made sense and to edit his writing to increase his audience's understanding. By the end of the project, he really seemed proud of what he had created.

Brent may benefit from being pushed to draw on what he knows in both his reading and writing. As you know, he has a deep love of science. I found that drawing on his love of and knowledge of science was a great way to get him more motivated to write. He also seemed to really enjoy the use and creation of multimodal texts. By turning a writing project into a movie-making project Brent seemed to become more enthusiastic about writing. He was also able to comprehend things that we read on a much deeper level when shown videos and illustrations. Thank you for the opportunity to work with Brent and improve my teaching skills. He is a wonderful child and I have truly enjoyed working with him!